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ABSTRACT

One of a series of activity guides designed to aid teachers in developing the thinking skills of primary grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in January; poems; an exercise in following directions; a flannelboard story; a story development exercise; art activities; word puzzles; bibliographies of read-aloud books; science activities; mathematics activities; and body movement exercises. Many of the activities have a winter theme or are related to Alaska (the "state of the month"). An index lists the activities in four categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, and divergent production. (DC)

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JANUARY

CLASSROOM IDEAS

Primary Edition

OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS
DIVISION OF INSTRUCTIONAL SERVICES
Curricular Services

1982

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JANUARY 1982

DATE	EVENT	ACTIVITIES PAGE
State of the Month - ALASKA CHOICE Unit -		
1	New Year's Day!	
3	ALASKA ADMISSION DAY (1959)	
6	CARL SANDBURG - birthday (1878)	
7	MIGUEL HIDALGO. father of Mexican Independence - birthday (1753)	
9	First U.S. Balloon Flight (1793)	
11	ALEXANDER HAMILTON - birthday (1755)	
15	MARTIN LUTHER KING - birthday (1929)	
16	PROHIBITION AMENDMENT went into effect (1920)	
	INSTRUCTIONAL MATERIALS WORKSHOP: 9:00-2:00, Location to be announced	
17	BENJAMIN FRANKLIN - birthday (1706)	
18	DANIEL WEBSTER - birthday (1782)	
19	ROBERT E. LEE - birthday (1807)	
	EDGAR ALLEN POE - birthday (1809)	
24	California GOLD DISCOVERY DAY (1848)	
25	World's LARGEST DIAMOND found in South Africa (1905)	
27	WOLFGANG AMADEUS MOZART - birthday (1756)	
30	FRANKLIN DELANO ROOSEVELT - birthday (1882)	

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ALASKA

Admission Day: January 3, 1959

STATE BIRD: Willow ptarmigan

STATE FLOWER:

Forget-me-not

JANUARY

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

No Sky at All

No sky at all;
no earth at all - and still
the snowflakes fall...

KITTEN IN THE SNOW

Where did you go,
Kitten in the snow?
With every step
You left behind
A ribbon of footprints
To unwind.

But where does it
Begin or end,
Little friend?

OUTSIDE THE DOOR

Outside the door the bare tree stands,
And catches snowflakes in its hands,
And holds them well and holds them high,
Until a puffing wind comes by.

FIRST SNOW

Snow makes whiteness where it falls.
The bushes look like popcorn-balls.
The places where I always play,
Look like something else today.

The Snowman

The dearest little snowman
Stood in the yard one day,
The sun came out to greet him
And soon he ran away.

He was a jolly fellow
With him I loved to play
And I'm hoping very, very much
He'll come back again some day.

Let's Build A Snowman

First the body
(stoop, hold arms in big ball)
And then the head
(small ball on top)
A stovepipe hat
(place on head)
And a scarf of red
(wind imaginary scarf)
Pebbles for eyes
(place pebbles)
And a carroty nose
(place carrot)
And a mouth made of raisins
(place in rhythm of words)
In two smiling rows.

Snow Suit

My zipper suit is bunny brown
The top zips up, the legs zip down.
My daddy brought it out from town,
Zip it up, zip it down,
And then go out to play.

Snowman

I made a little snowman,
He is so fat and round,
I made him from a snowball,
I rolled upon the ground,
I gave him eyes and nose and mouth
And nice warm scarf of red
I put some buttons on his coat
A hat upon his head
Watch him as he melts to the ground!

January brings the snow,
Makes our feet and fingers glow.

Jan.

February brings the rain,
Thaws the frozen lake again.

Feb.

March brings breezes sharp
and chill,
To stir the dancing daffodil.

Mar.

April brings the primrose sweet,
Scatters daisies at our feet.

Apr.

May brings flocks of pretty lambs,
Skipping by their fleecy dams.

May

June brings tulips, lilies, roses,
Fills the children's hands with
posies.

June

Hot July brings cooling showers,
Apricots and gillyflowers.

July

August brings the sheaves of corn,
Then the harvest home is borne.

Aug.

Clear September brings blue skies,
Goldenrod, and apple pies.

Sept.

Brown October brings the pheasant,
Then to gather nuts is pleasant.

Oct.

Dull November brings the blast,
Then the leaves are whirling fast.

Nov.

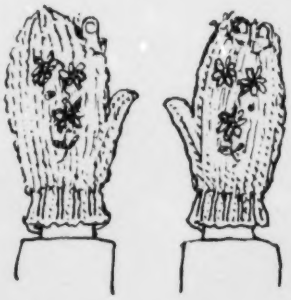
Chill December brings the sleet,
Blazing fire and Christmas treat.

Dec.

The Mitten Song

"Thumbs in the thumb place,
Fingers all together!"
This is the song
We sing in mitten weather.
When it is cold,
It doesn't matter whether
Mittens are wool,
Or made of finest leather.

This is the song
We sing in mitten weather:
"Thumbs in the thumb place,
Fingers, all together!"



My Worn-Out Mittens

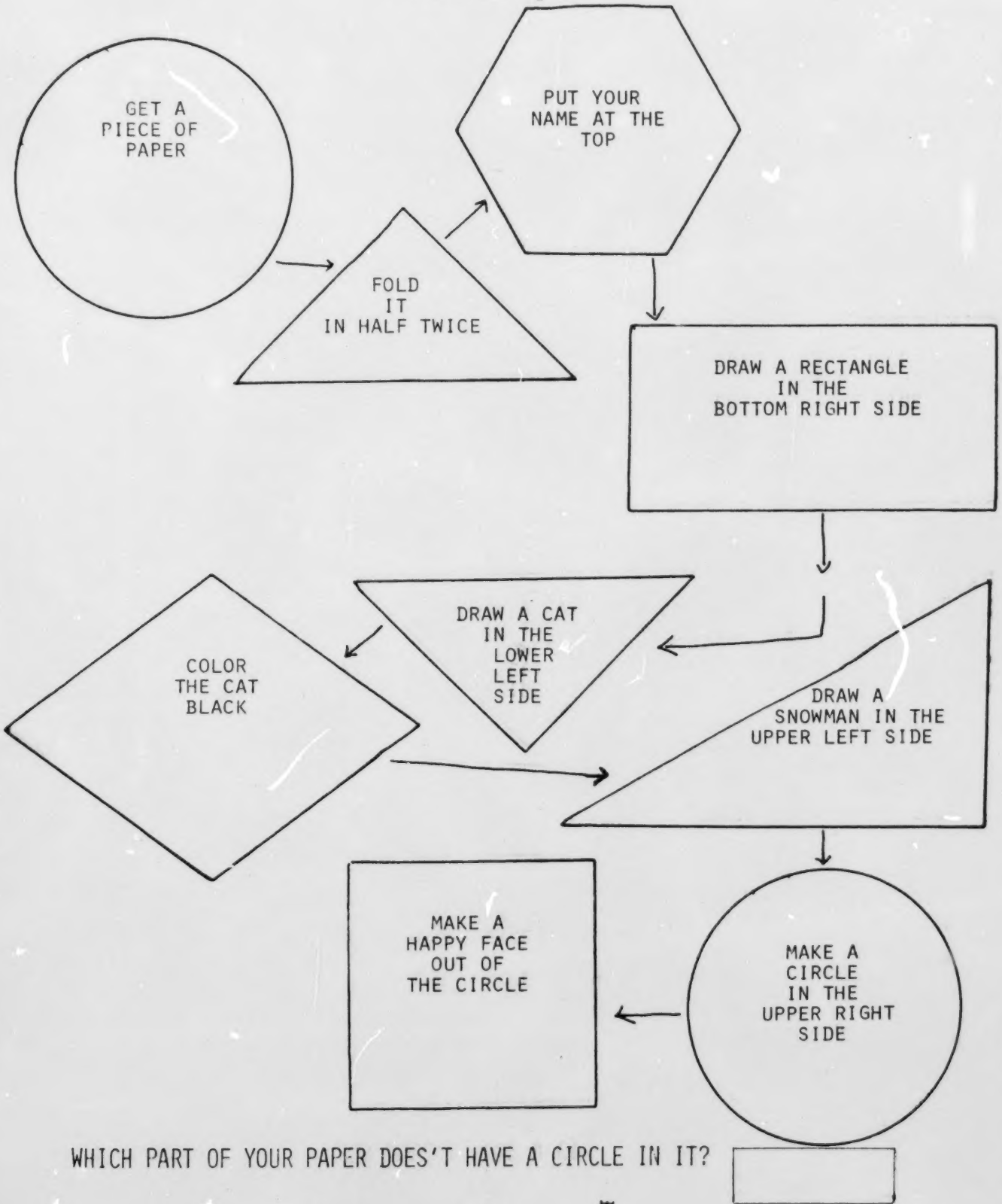
My worn-out mittens tell me
That it is almost spring.
I didn't look for green grass
Or hear a robin sing,
But -
When I put on my mittens,
My fingers peek right through.
I think that they are looking
For warm spring days, don't you?

Hill

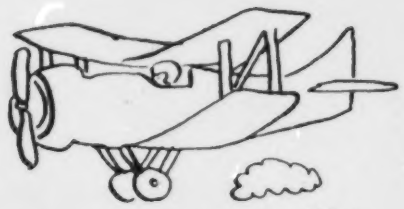
Here is a big tall hill
All covered with snow
We'll get on our sled and
Zoom down we'll go.
We'll laugh and shout and
Never stop, but climb right back
To the very top.

(Use left arm for hill. Slide down and walk back)

FOLLOW DIRECTIONS


GET A PIECE OF PAPER
PUT YOUR NAME AT THE TOP
FOLD IT IN HALF TWICE
DRAW A RECTANGLE IN THE BOTTOM RIGHT SIDE
COLOR THE CAT BLACK
DRAW A CAT IN THE LOWER LEFT SIDE
DRAW A SNOWMAN IN THE UPPER LEFT SIDE
MAKE A HAPPY FACE OUT OF THE CIRCLE
MAKE A CIRCLE IN THE UPPER RIGHT SIDE

WHICH PART OF YOUR PAPER DOES'T HAVE A CIRCLE IN IT?



Florry Skywriter

Flannel Board Story...

Florry was born in an airplane factory, and when she was finished everyone gathered around and decided she was most satisfactory.

"She's neat and trim," said a factory worker.

"She's full of vim," said another.

"She will fly," said a third. "Like a bird!"

These compliments all went to Florry's head, so that by the time she took off on her trial spin she had quite an opinion of herself.

She thought she was the finest, the fastest, and the cleverest plane that had ever been turned out.

So Florry tried her wings for the very first time. And goodness me, you would have thought she owned the sky.

She did loop the loops and barrel rolls till Joe the pilot almost went crazy. "Do you want to crack up before I've even tested you?" he yelled.

After that, Florry behaved a bit better. She showed Joe she could fly very well, when she had a mind to.

"You're okay," said Joe, when the trial spin was over. And he christened her Florry Flyright, because he thought she was going to be that kind of plane.

Florry liked being an airplane. Then one day she found out something most unpleasant. She discovered that airplanes all worked.

Some carried passengers. Some carried mail. But all of them worked from motor to tail. And some, she learned, the most venturesome and spry - were taught how to write in the sky!

One day Florry found out that she was going to be a skywriter, too.

"The first thing you have to learn about being a skywriter," said Joe, "is to learn how to spell."

So the next morning Florry went to school upstairs in the sky. There were many other planes in Florry's class. And they were all learning to be skywriters, too.

"You must memorize your ABC's...you must mind your P's and Q's...and always dot your I's and cross your T's."

"Lessons are a nuisance," Florry told Joe. And she traced a game of tic-tac-toe.

"Get back to class this very minute," yelled Joe, "or the teacher will put you in a corner of the sky."

Joe tried to make a good little skywriter out of Florry. But Florry played around all the time. She wouldn't work at her spelling lessons at all. And she began to get very poor report cards. Florry just wasn't trying.

In the meantime the other little skywriters were going right ahead.

They knew how to write: "PETE'S FOR EATS" ... "HUGH'S FOR SHOES" ... and "WISE FOR PIES."

They could trace "PETER'S PILLS CURE YOUR ILLS!" clear across the sky.

But Florry couldn't even write her name. All she could do was to doodle in the blue!

"You are a very poor student," the teacher told Florry. "In plain words, you are a dunce. And the penalty for being a dunce is this - no play on Saturday."

No play on Saturday, thought Florry. Why, this was awful. The pilots always took the little skywriters out on Saturday afternoons. They took them way up to the bluest part of the sky, to the plane playground.

There the little skywriters did barrel rolls and loops to their heart's content. And on the way back to the airfield they jumped treetops and fences and weather vanes.

Florry loved to go to the plane playground. But sure enough, the very next Saturday she was grounded. "No work, no play ... that's what I say," said Joe.

And away he went, leaving Florry in her hangar.

This unfortunate turn of events made Florry mad. She stamped her wheels and gnashed her propeller, and rattled her fuselage.

"If Joe won't take me out to play," she declared, "then I'll go by myself."

Florry started up her motor and soon she was way up in the bluest part of the sky with all the other little skywriters.

Florry did tumbles and twists and sharp turns all over the place. She played "steeple tag" and "snap-dragon" with the other little skywriters.

Then the other planes went home, and Florry had the whole big sky to herself. "Now I'll really have a time," she told herself. And she flipped and turned and raced around the sky till she was almost out of gas.

"What will I do?" cried Florry. "Whatever will I do now?" Florry popped into a cloud to think a bit. "I'll write for help," she decided at last. "After all, I AM a skywriter."

Florry started to trace a trail of smoke. "Let me see now," she frowned. "How do you spell: HELP?"

But Florry had never gotten out of the kindergarten. She didn't know an "H" from a hole in the ground, so she couldn't even start to write HELP.

"Might as well be 'Helicopter'," cried Florry, "because I can't spell that either."

Then off went Florry's engine with a sputter and a pop! Not a drop of gas was left!

"Serves me right," moaned Florry. "This is what I get for not learning how to spell."

With that, Florry went into a terrible, terrible tailspin.

Down ... down ... down ... she spiraled ..... CRASH!

And the next thing Florry knew she was back in the airplane factory getting her wings patched up.

"That's what happens to little skywriters," Joe told her, "when they won't learn their ABC's ... when they won't mind their P's and Q's ... and when they won't dot their I's and cross their T's."

"I've learned my lesson," throbbed Florry. "Give me just one more chance, and I'll show you what a good little skywriter I can be!"

"Just one more chance," said Joe. "And that's all."

And the next morning Florry went back to school, upstairs in the sky.

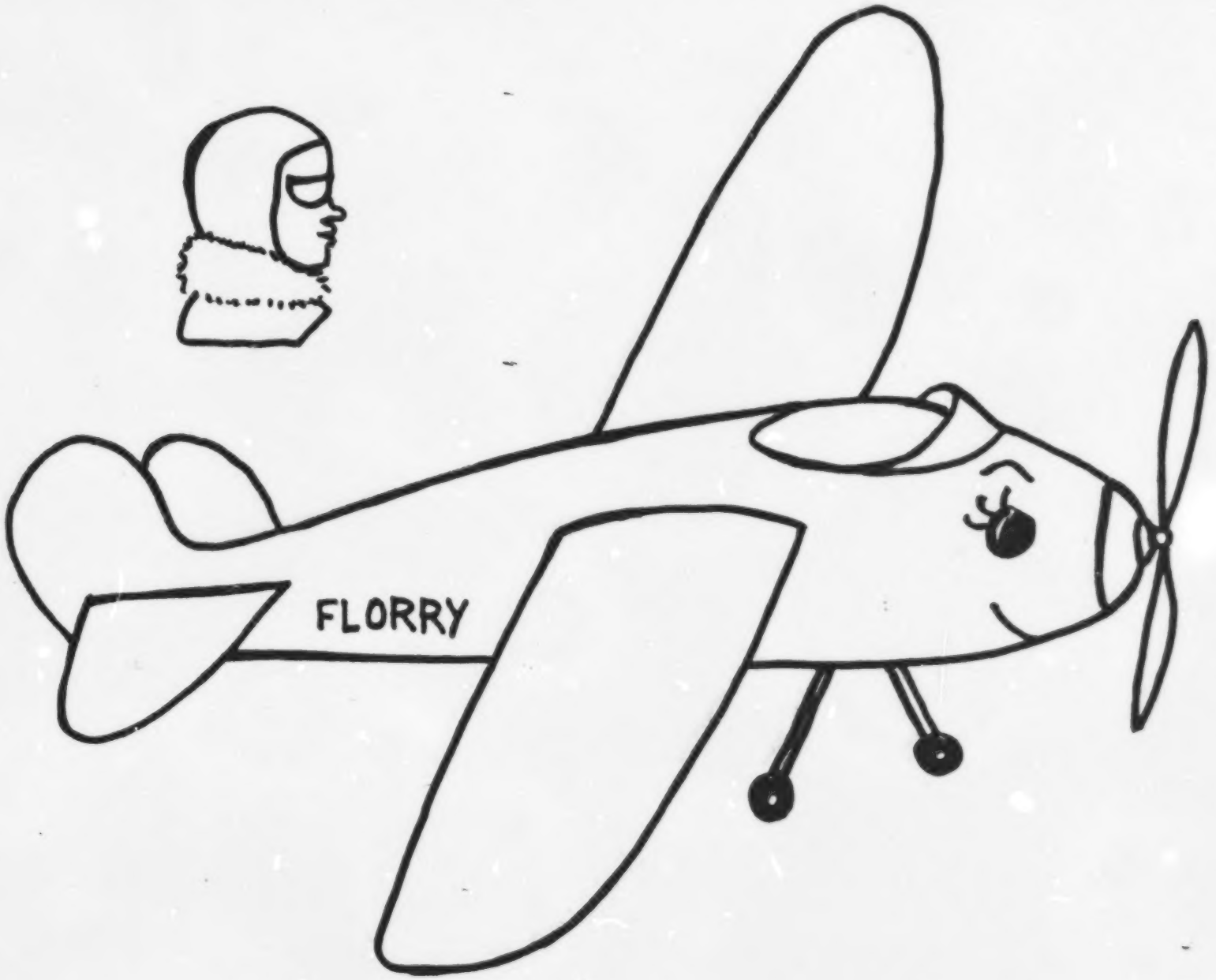
After that, the little skywriter worked very hard. She learned to write: JEAN'S FOR BEANS ... SPRATT'S FOR HATS ... and CHET'S FOR PETS.

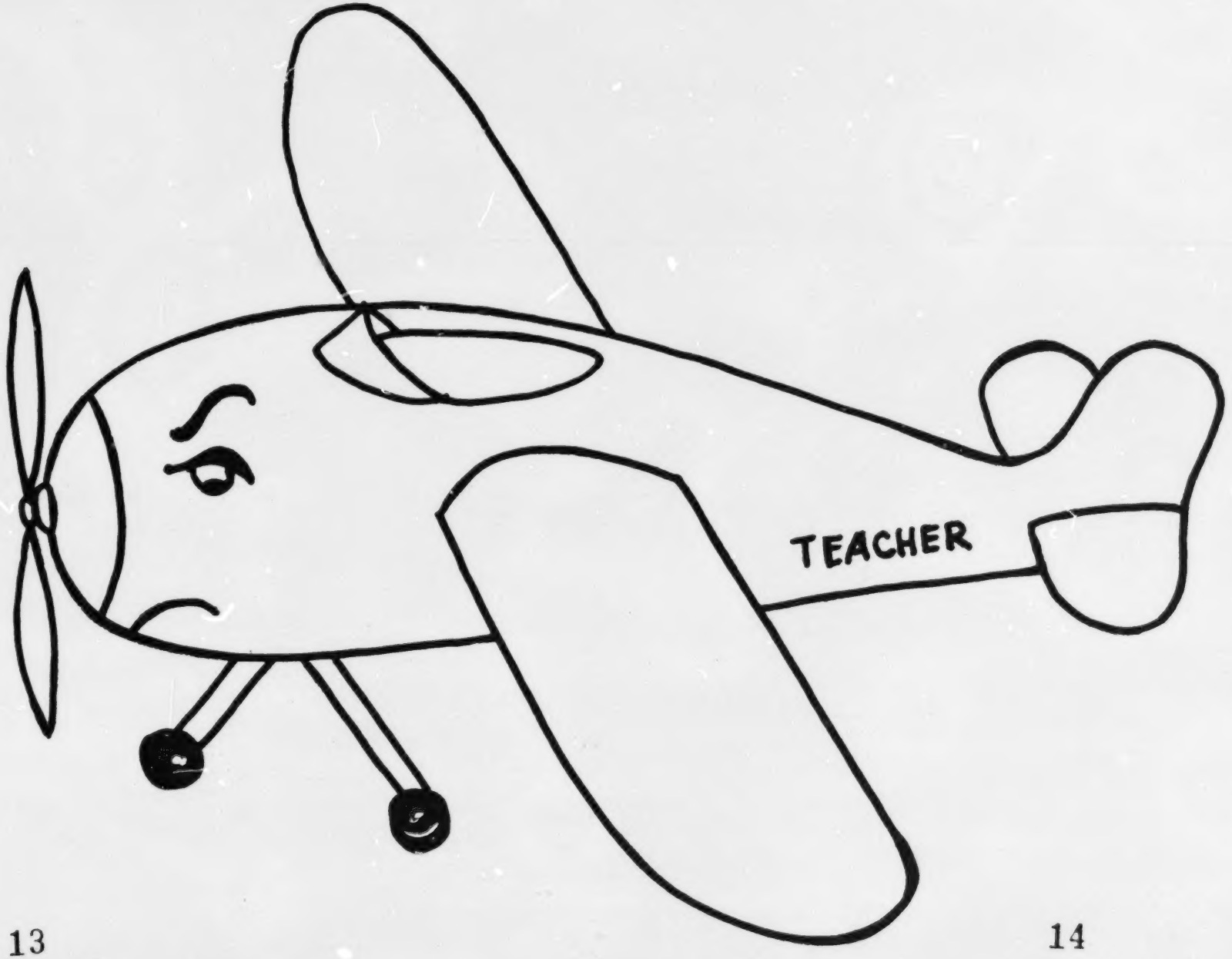
She learned to trace: GINGER POP MAKES YOU HOP clear across the sky.

And guess who won the spelling bee in Florry's class last week? Why, it was Florry, of course.

She was the only little skywriter who could spell MISSISSIPPI backwards and dot all the I's!

That was a pretty clever thing to do!


FLORRY


TEACHER

A TRIP TO THE CITY

I'm taking a trip to the city
I'll ride on the subway and such,
I have to be careful in traffic
But I do like the city so much.

I like to look up at the buildings
The windows shine wonderfully bright;
I always stay up a bit later
The city's so pretty at night.

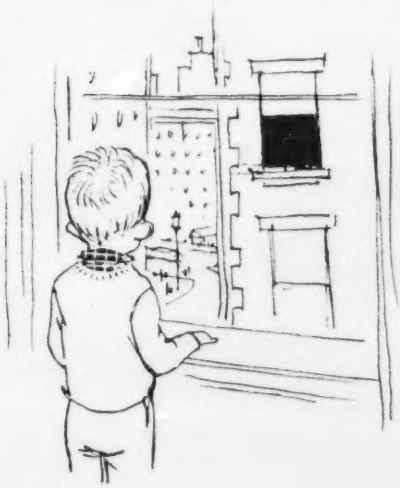
CITY LIGHTS

Into the endless dark
The lights of the buildings shine,
Row upon twinkling row,
Line upon glistening line.

Up and up they mount
Till the tallest seems to be
The topmost candle set
On a towering Christmas tree.

CITY SONG

Many windows,
many floors,
many people,
many stores,
many streets
and many bangings,
many whistles,
many clangings
many, many, many, many-
many of everything,
many of any!



CARS IN THE CITY

From a city window, way up high,
I like to watch the cars go by.
They look like burnished beetles, black,
That leave a little muddy track
Behind them as they slowly crawl.
Sometimes they do not move at all
But huddle close with hum and drone
As though they feared to be alone.
They grope their way through fog and night
With the golden feelers of their light.

CITY SCRAMBLE: Unscramble these words that tell about city life:
1) IOENS 2) UIBNGSDLI 3) SGILTH 4) ROETSS 5) TESERTS
Make your own list of "City Scrambles". Trade with a friend.

PEOPLE IN THE CITY

Make a list of all the people you can think of that might live and work in the city.

* What kind of work would they do?
* Where would they live?
* How would they get to work (school) each day?
* How many ways can you think of to get from one place to another in the city?
* Make a scrapbook. Find or draw pictures to show the sights and people in the city. Include poems you may find or try to write some of your own.

BUILDINGS

Buildings are a great surprise,
Every one's a different size.

Offices
grow
long
and
high,
tall
enough
to
touch
the
sky.

Houses seem
more like a box,
made of glue
and building blocks.

Every time you look, you see
buildings shaped quite
differently.

Crossing Streets

Stop, look, listen before you cross
the street
Use your eyes *(point)* use your ears
(point)
And they use your feet. *(point)*

Stop, Wait, Go

Red, yellow, green!
Stop, wait, go!
Red, yellow, green!
Stop, wait, go!

Green said, "Yes!"
And red said, "No!"
Yellow said, "Everyone
Wait in a row!"

Red, yellow, green!
Stop, wait, go!
Red, yellow, green!
Stop, wait, go!

Crossing Streets

Remember when you cross the street,
The cars are swifter than your feet.
So if you see one coming fast
Wait a bit 'till it has passed.

Ten Little Firemen

Ten little firemen, sleeping in a row,
Ding-dong! goes the bell,
Down the pole they go.
Jumping on the engine,
Oh, oh, oh!
Putting out the fire,
Then home so slow.
And back to bed again --
all in a row.

CITY SHOPPING

A big city has many interesting stores where you can buy things you need. Read the sentences below. Decide what kind of store you would visit to buy each item. Then, alone or with a friend, act out the situation.

1. You are a parent. Your child is sick. You take him to a doctor. You take the perscription the doctor gives you to the _____ ...

2. You are going to a birthday party. You want to buy a special gift for your friend. You have $5.00 to spend, so you go to the _____ ...

3. It is Father's Day. Your dad is special. You go to the _____ to buy him a gift ...

4. It is Mother's Day. Your mom is great! At the _____ you are sure to find something she will like ...

5. You are a mom. You have to go to the _____ often to get what your family needs ...

6. You have a favorite sport. You can buy most of your equipment at the _____ ...

7. You are helping your dad select a new television set for your family. There is a good selection at the ...

PAPER SKYLINE

These skyline activites make fantastic friezes to line up around your classroom borders!

Before beginning either activity, however, acquaint students with the appearance of a city skyline either by photographs, pictures or your own made-up sample of the activity.

Why is it called a "skyline"? Explain that many cities are on rivers or oceans and their skylines might be reflected in the water. Or, instead of cars and busses on a city street, their pictures might show ships and boats.

ACTIVITY ONE

The granite coloring of many skyscrapers is beautifully represented by the print in newspaper -- especially the small print columns and want ads.

Cut various shapes of buildings and glue on a white background of 12" x 18" paper (or use black paper for a night skyline). Windows, roofs, autos, trucks, planes, or ships can be added with a black, felt-tip marker.

A night scene could use yellow tempera paint for window lights and stars. Street lights can also be painted in with yellow, but, of course, some other detailing would have to be eliminated.

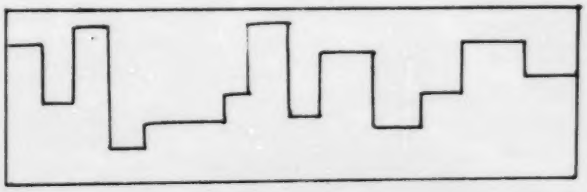
ACTIVITY TWO

PREPARATION - For each student you will need:

1. ruler and pencil
2. scissors
3. glue
4. 1 sheet 12" x 18" construction color, preferably in brilliant colors- orange, magenta, purple, royal blue, black, etc.
5. 2 sheets of 6" x 18" construction paper of two different colors. (Cut 12" x 18" sheets in half horizontally.)

Allow each student to select his/her own three pieces of paper, which should be of three different colors. Given them a reasonable amount of time to experiment with the effects that the colors have on each other.

DIRECTIONS - Selecting one piece of paper as the "image" students should use their rulers and pencil to draw a skyline. Emphasize to children to use most of the height of the paper. The bottom and side edges of the paper will not be cut.



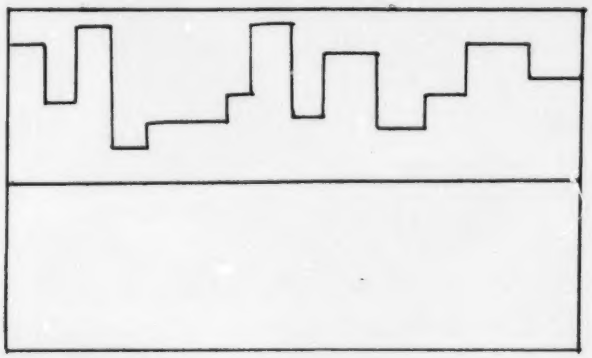
Cut out the skyline on the pencil lines. If the lines show, turn over the design and use the other side for the "good" side.

Lay the cut out "good" side over the other piece of 6" x 18" paper. Trace and cut out.

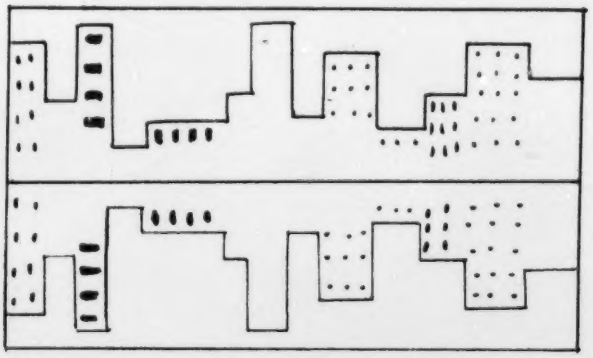
On the 12" x 18" paper have students find the exact center of the 12" edges and make a small mark. This is the horizon.

IMPORTANT! When following the next step do not allow students to put glue on the pieces before they are set properly on the paper. Then they must be careful to put glue on the back of the designs or they will not end up with a reflected image.

Place the reflected design on top of the original image and line up with the bottom edge of the center mark on the large paper.



Flip top design over - KEEPING BOTTOM EDGES TOGETHER.



Check the students' placement before proceeding.

At this point, be certain that students place their glue on the UNDERSIDE of both designs, gluing with the bottom edges flush.

Students may enhance their pictures by cutting square or rectangular "windows" to glue on their buildings, using scraps of paper of the "opposite" color. But, they must remember to glue a window of corresponding size and shape on both the original and reflected images.

CAPITOL CAPERS

WORD LIST

HELENA

LITTLE ROCK

DENVER

HARTFORD

BOISE

ATLANTA

SPRINGFIELD

FRANKFORT

JACKSON

BOSTON

LINCOLN

AUSTIN

SALEM

NASHVILLE

CHEYENNE

Each state in the United States has one special city that is called the "capital" city. The government of the state meets here. The governor, assemblymen and senators work in the capital city.

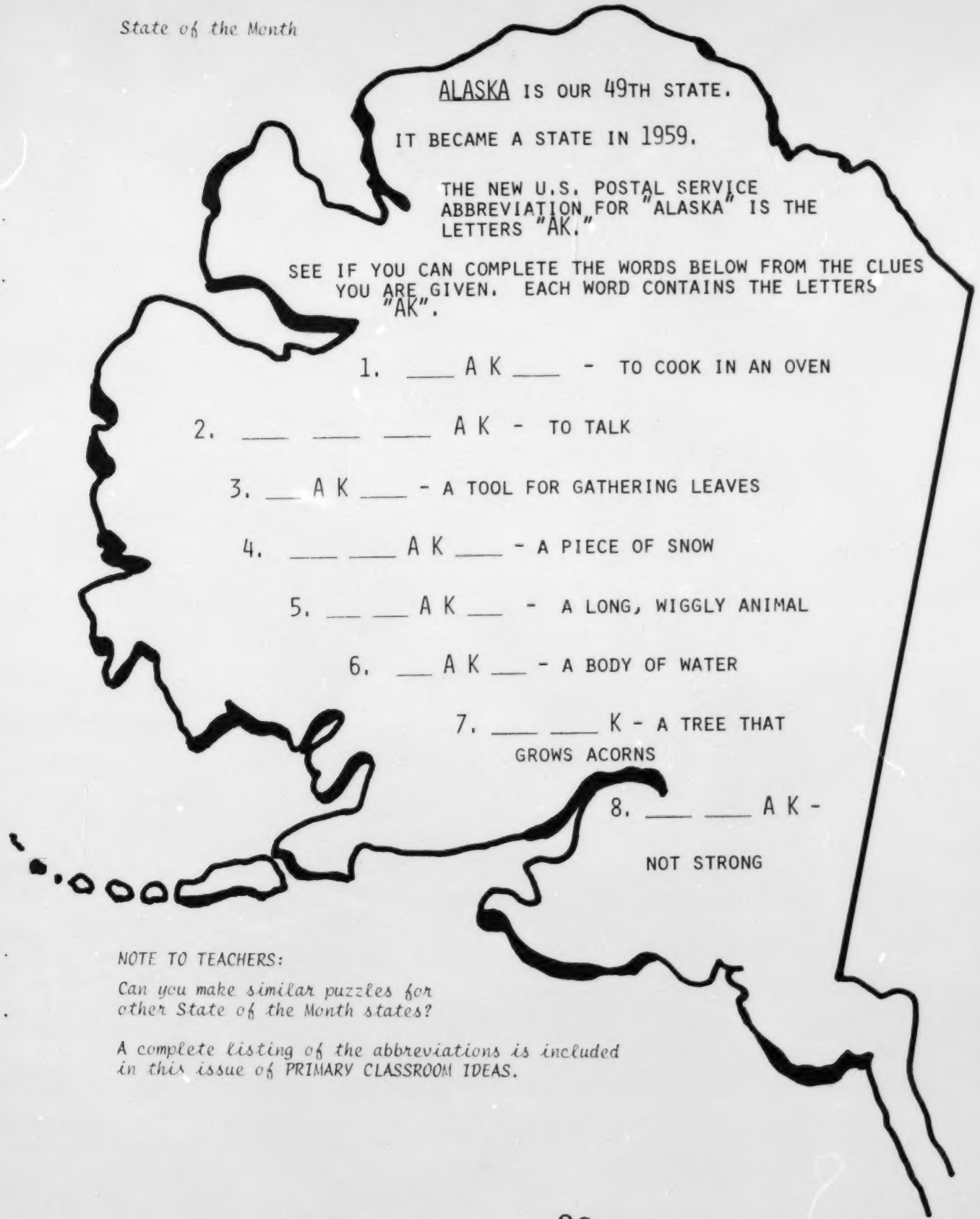
The departments which regulate things such as licensing, motor vehicles, investigations and schools have their main offices in the capital city. This is also the location of the high court of law in each state.

The United States of America has a national capital city - WASHINGTON, D.C. Below is a list of capital cities of 15 of the 50 states. Can you find all 15 in the word search puzzle?

C	N	S	P	R	I	N	G	F	I	E	L	D	H
Q	O	H	O	D	B	A	F	O	F	H	K	E	A
B	S	V	E	G	L	S	R	R	G	Y	L	N	R
O	K	E	R	A	V	H	A	U	L	Z	E	V	T
S	C	C	S	T	S	V	N	L	Q	L	D	E	F
T	A	F	X	L	O	I	K	S	E	V	K	R	O
O	J	B	D	A	R	L	F	H	R	M	T	W	R
N	L	O	C	N	I	L	O	K	H	X	M	R	D
J	L	I	T	T	L	E	R	O	C	K	N	Q	N
X	I	S	T	A	U	S	T	I	N	U	F	T	O
C	H	E	Y	E	N	N	E	N	L	H	J	M	V

EXTRA CHALLENGE:

Can you write the 15 capital cities in alphabetical order?



ALASKA IS OUR 49TH STATE.

IT BECAME A STATE IN 1959.

THE NEW U.S. POSTAL SERVICE ABBREVIATION FOR "ALASKA" IS THE LETTERS "AK."

SEE IF YOU CAN COMPLETE THE WORDS BELOW FROM THE CLUES YOU ARE GIVEN. EACH WORD CONTAINS THE LETTERS "AK".

1. ___ A K ___ - TO COOK IN AN OVEN

2. ___ ___ ___ A K - TO TALK

3. ___ A K ___ - A TOOL FOR GATHERING LEAVES

4. ___ ___ A K ___ - A PIECE OF SNOW

5. ___ ___ A K ___ - A LONG, WIGGLY ANIMAL

6. ___ A K ___ - A BODY OF WATER

7. ___ ___ K - A TREE THAT GROWS ACORNS

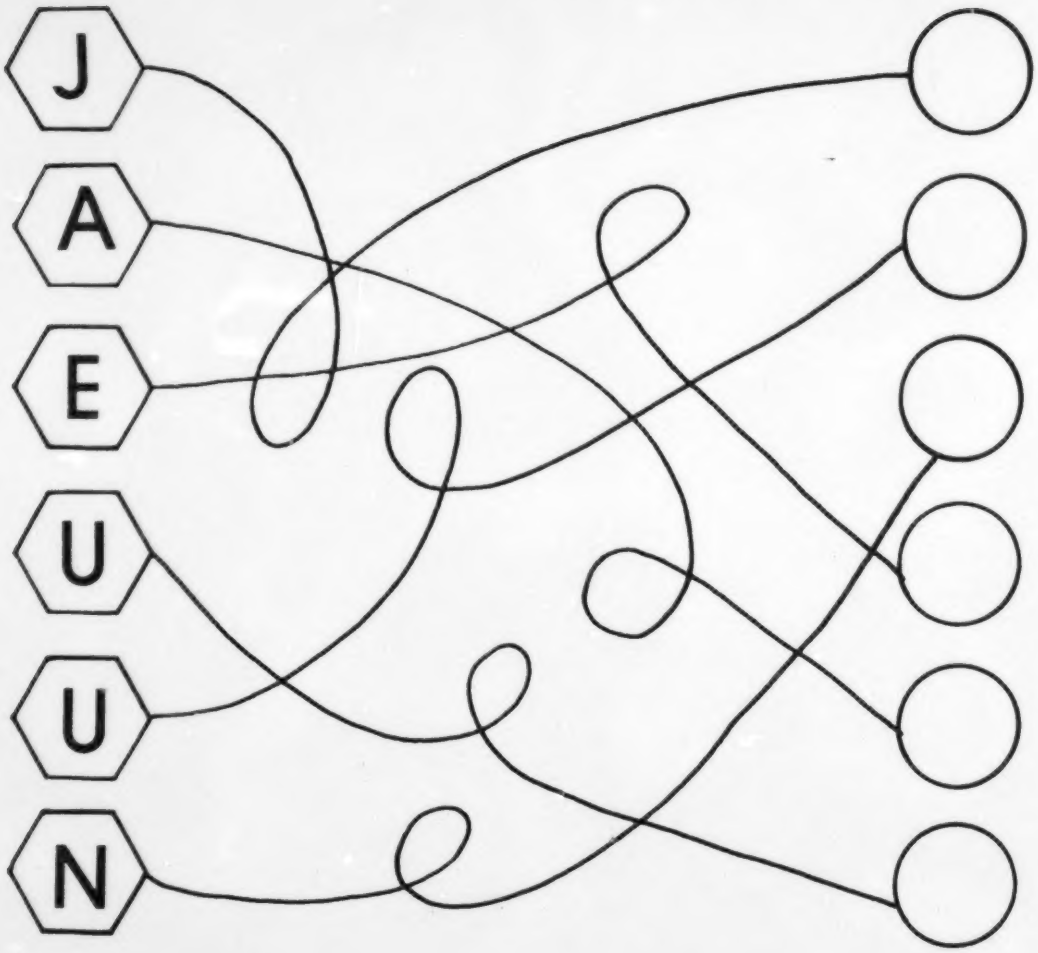
8. ___ ___ A K - NOT STRONG

NOTE TO TEACHERS:

Can you make similar puzzles for other State of the Month states?

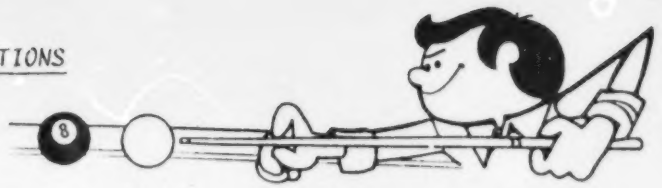
A complete listing of the abbreviations is included in this issue of PRIMARY CLASSROOM IDEAS.

A-mazing Discovery



LOOP-THE-LOOP FROM THE LETTER TO THE CIRCLE. WRITE THE LETTER IN THE CIRCLE. IF YOU DO IT RIGHT, YOU WILL SPELL OUT THE NAME OF THE CAPITAL CITY OF THE STATE OF ALASKA.

TEACHERS' CUE FOR STATE ABBREVIATIONS



Note to teacher:

Use the chart below to make word puzzles for your class.

Older students might enjoy quizzing each other on the new abbreviations.

Discuss with students: Why do we use abbreviations? What are the abbreviations for days of week? Months? Are the initials of your name a form of abbreviation?

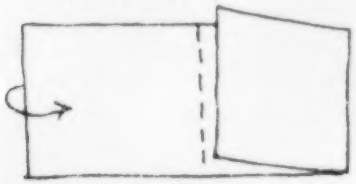
State	Abbreviation		State	Abbreviation	
	Old	New		Old	New
Alabama	Ala.	AL	Montana	Mont.	MT
Alaska	Alaska	AK	Nebraska	Neb.	NE
Arizona	Ariz.	AZ	Nevada	Nev.	NV
Arkansas	Ark.	AR	New Hampshire	N.H.	NH
California	Calif.	CA	New Jersey	N.J.	NJ
Colorado	Colo.	CO	New Mexico	N.M.	NM
Connecticut	Conn.	CT	New York	N.Y.	NY
Delaware	Del.	DE	North Carolina	N.C.	NC
District of Columbia	D.C.	DC	North Dakota	N.D.	ND
Florida	Fla.	FL	Ohio	Ohio	OH
Georgia	Ga.	GA	Oklahoma	Okla.	OK
Hawaii	Hawaii	HI	Oregon	Ore.	OR
Idaho	Idaho	ID	Pennsylvania	Pa.	PA
Illinois	Ill.	IL	Rhode Island	R.I.	RI
Indiana	Ind.	IN	South Carolina	S.C.	SC
Iowa	Iowa	IA	South Dakota	S.Dak.	SD
Kansas	Kans.	KS	Tennessee	Tenn.	TN
Kentucky	Ky.	KY	Texas	Tex.	TX
Louisiana	La.	LA	Utah	Utah	UT
Maine	Me.	ME	Vermont	Vt.	VT
Maryland	Md.	MD	Virginia	Va.	VA
Massachusetts	Mass.	MA	Washington	Wash.	WA
Michigan	Mich.	MI	West Virginia	W. Va.	WV
Minnesota	Minn.	MN	Wisconsin	Wis.	WI
Mississippi	Miss.	MS	Wyoming	Wyo.	WY
Missouri	Mo.	MO			

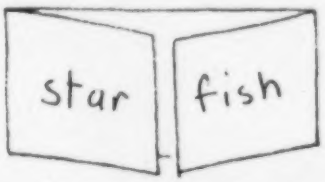
DIJAEVERS

PURPOSE: *After completing this activity the student should be able to identify the two words which make up a compound word.*

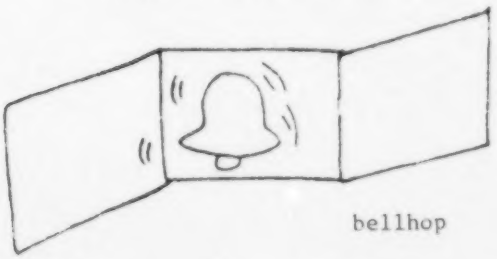
DIRECTIONS:

Use a piece of construction paper 6" x 12". Draw a very light pencil line in the middle (6" from edge). Fold both outside edges in to touch the pencil line as sketched below.

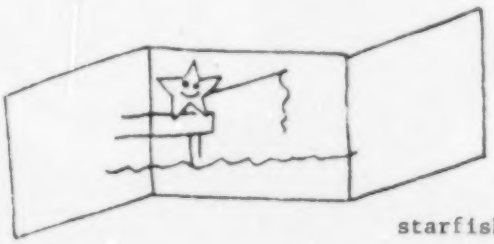




Draw a picture of the literal (but improbable!) compound word inside. Write the compound word on the outside so that the two words meet in the center.

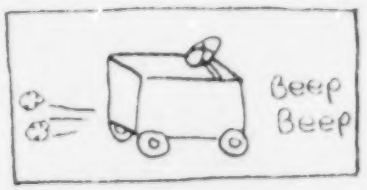


bellhop



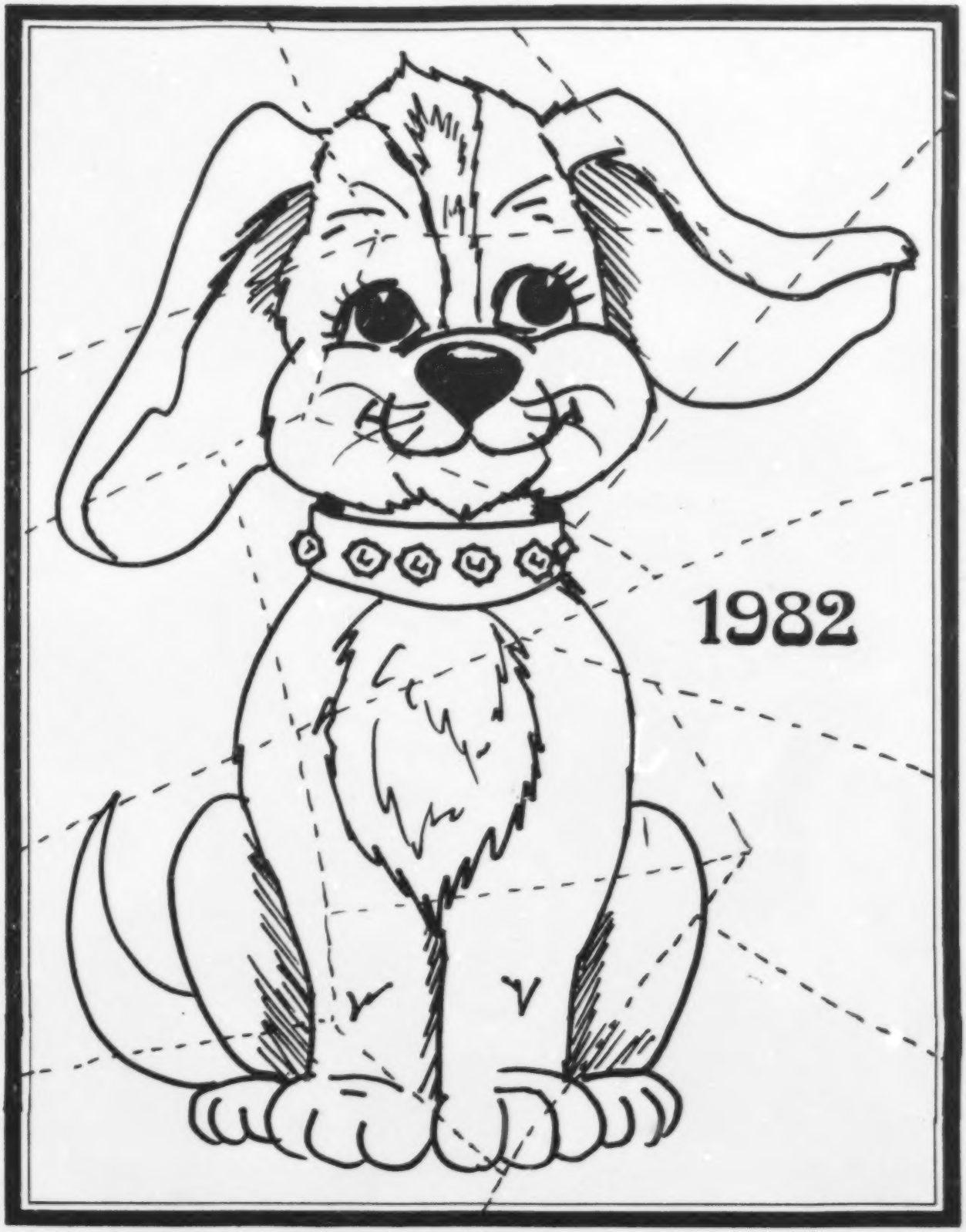
starfish

horsefly



boxcar

Note: "Dijaevers" are shown using pun-type words. For younger children use compound words in their "straight" form: snowman, treehouse, bluebird, workbook, etc.


1982

Acrostics

Write a sentence using the letters in the word WINTER as the first letters of the words in the sentence.

EXAMPLE:

S = Seven
N = nuts fell
O = on the
W = water.

W _____

I _____

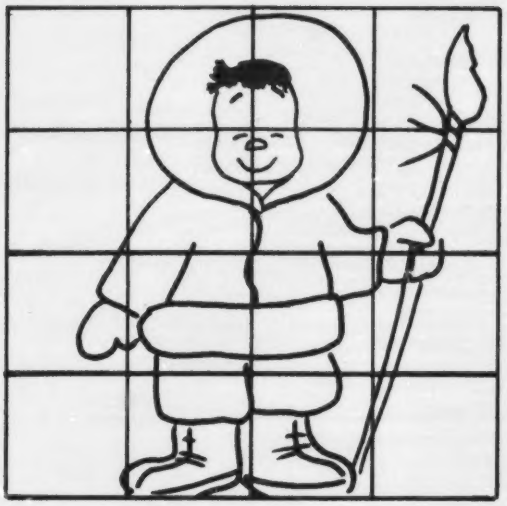
N _____

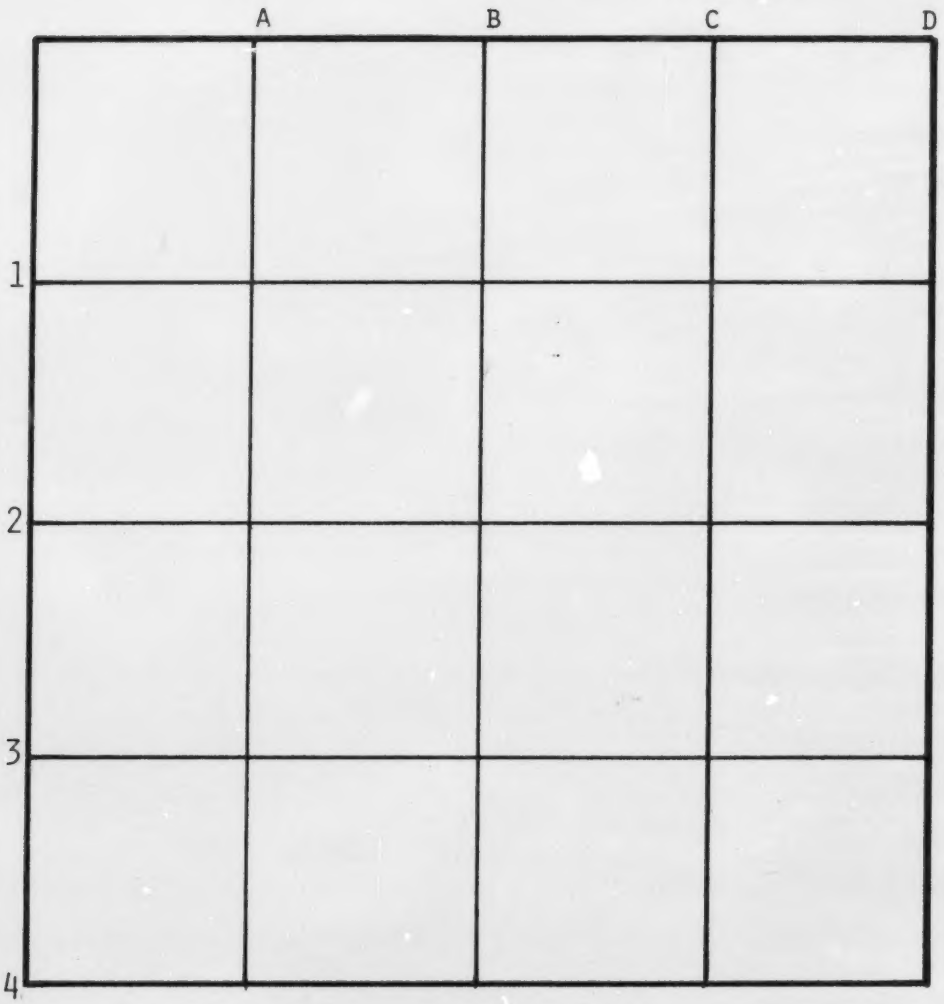
T _____

E _____

R _____

See if you can make this one all by yourself.





READ ALOUD BOOKS

WHY READ ALOUD?

Students who are read to six times a day from a variety of sources, do better on reading and math tests than students who have not had this opportunity.

Some specific ways in which students are benefitted from these listening activities are:

1. *They see that reading is important to adults.*
2. *They hear oral reading fluency.*
3. *They develop new vocabulary.*
4. *They hear new information about old concepts.*
5. *They hear new concepts not previously considered.*

FIRST AND SECOND GRADES

Atwater	MR. POPPER'S PENGUINS
Averill	JENNY AND THE CAT CLUB
Ball	BRISTLE FACE
Best	DESMOND THE DOG DETECTIVE
Bianco	THE VELVETEEN RABBIT
Bond	BEAR CALLED PADDINGTON
Burnford	INCREDIBLE DETECTIVES
Burnett	SECRET GARDEN
Cleary	HENRY HUGGINS BOOKS
Cleary	MOUSE AND THE MOTORCYCLE
Cleary	RAMONA THE BRAVE
Cleary	RAMONA THE PEST
Cleary	SOCKS
Coombs	DORRIE AND THE BLUE WITCH
Corbett	GREAT CUSTARD PIE PANIC
Dahl	CHARLIE AND THE CHOCOLATE FACTORY
Dahl	CHARLIE AND THE GREAT GLASS ELEVATOR

Compiled by the Kern County Library

FIRST AND SECOND GRADES

Dahl	FANTASTIC MR. FOX
Dahl	THE MAGIC FINGER
Dalgliesh	THE BEARS ON HEMLOCK MOUNTAIN
Dubois	LAZY TOMMY PUMPKINHEAD
Fleischman	MCBROOM TELLS THE TRUTH
Fleming	CHITTY CHITTY BANG BANG
Haywood	"B" IS FOR BETSY
Lawson	BEN AND ME
Lawson	RABBIT HILL
McDonald	MRS. PIGGLE-WIGGLE
Milne	WINNIE-THE-POOH
Norton	THE BORROWERS
Selden	CRICKET IN TIMES SQUARE
Thompson	HARRY CAT'S PET PUPPY
Thompson	TUCKER'S COUNTRYSIDE
Travers	MARY POPPINS
White	CHARLOTTE'S WEB
White	STUART LITTLE

THIRD GRADE

Alexander	MARVELOUS MISADVENTURES OF SEBASTIAN
Anderson	ANOTHER MAN O' WAR
Beatty	MATTHEW LOONEY'S VOYAGE TO THE EARTH
Cameron	WONDERFUL FLIGHT TO THE MUSHROOM PLANET
Cleary	OTIS SPOFFORD
Cone	MISHMASH AND THE SAUERKRAUT MYSTERY
Estes	THE HUNDRED DRESSES
Fleischman	GHOST ON SATURDAY NIGHT
Fleischman	MCBROOM THE RAINMAKER
Krantz	100 POUNDS OF POPCORN
Lauber	CLARENCE THE T.V. DOG
Lindgren	PIPPI LONGSTOCKING
Norton	BEDKNOB AND BROOMSTICK
Robertson	HENRY REED, INC.
Sachs	VERONICA GANZ
Slobodkin	SPACE SHIP UNDER THE APPLE TREE
Spyri	HEIDE
Stolz	DOG ON BARKHAM STREET
Titus	BASIL OF BAKER STREET
Wilder	LITTLE HOUSE BOOKS

MORE READ ALOUD BOOKS

Ahlerberg. Jeremiah in the Dark Woods

Allard. The Stupids Step Out

Banchek. Snakes In, Snakes Out

Baylor, Bryd. They Put on Masks

Bornstein, Ruth. The Dancing Man

Buchan, Stuart. When We Lived with Pete

Bulla, Robert. Keeping Running Allen

Byars, Betsy. The Pinballs

Carlson, Natalie. Runaway Marie Louise

Cleaver, Elizabeth. The Loon's Necklace

Cleary, Beverly. Ramona the Brave

Craig, Jean. The Wounded Wolf

Dowden. State Flowers

Fitzhugh, Louise. Harriet the Spy

" " Freaky Friday

" " Millions for Boris

Fleischman, Sid. Me and the Moon-eyed Horse

Fritz, Jean. Where Was Patrick Henry on the 29th of May?

" " Who's That Stepping on Plymouth Rock?

Heyman, Saul. Butcher, Baker, and Cabinetmaker.

Lobel, Arnold. Owl at Home

Lukeesova, Milena The Little Girl and the Rain

Manton, Jo. The Flying Horse: Tales from China

March, Jean. Language of Flowers

Mc Phail. The Magical Drawings of Mooney B. Rinch

Most, Bernard. If the Dinosaurs Came Back

Murves, James. Thomas Jefferson and the Declaration of Independence

Parnell. Dog's Books of Birds

Paterson, Katherine. The Great Gilly Hopkins

Skorpen. His Mother's Dog

Spier, Peter. Oh Were They Ever Happy

" " Bored with Nothing To Do

Stewig, John. Read to Write

" " Using Literature in the Elementary Classroom

Tolan. Grandpa and Me

Wiseman, Bernard. Morris and Boris

(The above list is unclassified by grade level. Always inspect any book carefully for suitability for your particular class.)

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PAPER SCULPTURE

Paper sculpture is a technique that can produce fresh, amusing, colorful, and dramatic results. Use some of the paper sculpture procedures shown here to inspire your students in their own realistic or fanciful creations!

Tips for Success: The paper must be strong and flexible so that it can be bent, folded, cut and curled. Experiment with a variety of papers - paper bags, newspaper, magazine (especially brightly colored), construction paper, metallic papers, gift wrapping paper, etc. White paper creates a dramatic "white-on-white" effect because it shows the shadows which intensify the sculptural quality.

Scissors are used for cutting: a dull knife for curling; and an ordinary paper clip for scoring. Parts may be held together or mounted with paste, glue, tape, staples, or paper fasteners.

Sculptured Flowers

Fold square into quarters and cut.

The edges of the cut-out segments are drawn together.

Sculptured Leaves

Notched

Slashed

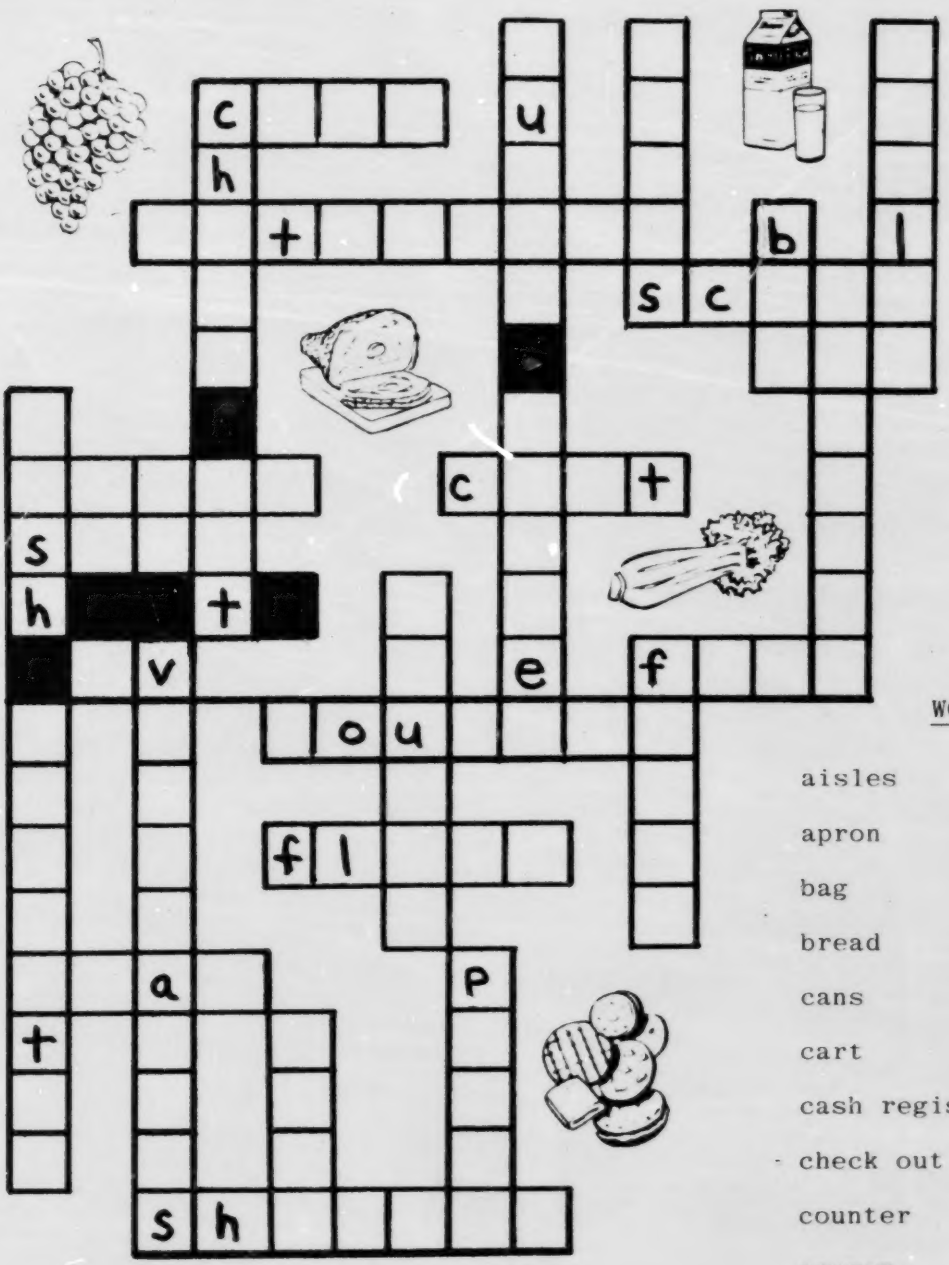
Hair, curled over a pencil

Star—scored and folded to have thickness

Basic Forms

From cones make a woman, an angel, horns, lilies.

AT THE GROCERY STORE



Directions:

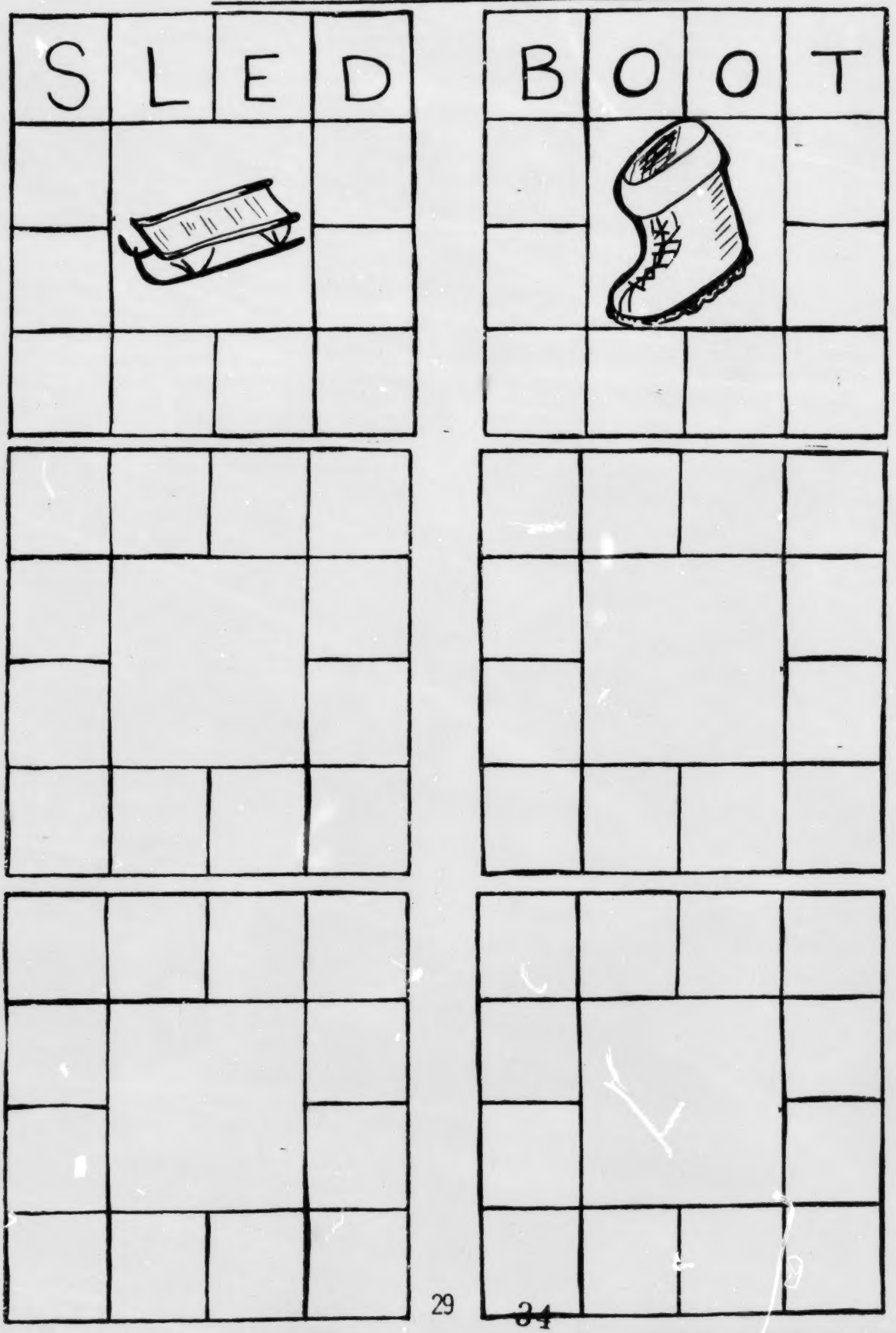
Use the letter clues that are already in the puzzle to help you write in the rest of the words from the list below.

Each word is used only once.

WORD LIST

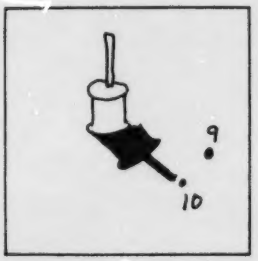
aisles	food
apron	fruit
bag	meats
bread	price
cans	safe
cart	scale
cash register	
check out	shelves
counter	soap
coupon	super market
detergent	vegetables
flour	

MAKE A CROSSWORD PUZZLE



TIME BY THE SUN

MAKING A SUN CLOCK



Materials:

A piece of cardboard about 12 inches square
An empty spool of thread
A pencil or piece of doweling
White glue

Procedure:

1. Put a little glue in the middle of the cardboard. Then put the spool on the glue. Wait for the glue to dry.

2. Put the pencil or doweling into the hole in the spool.

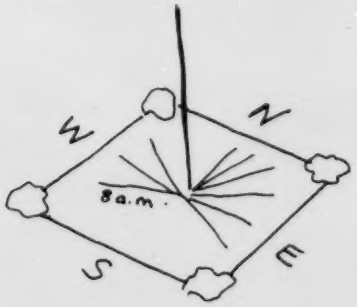
3. Choose a sunny day. At 9:00 in the morning go outside. Put the cardboard in a sunny spot. The pencil will make a shadow. Where the shadow ends on the cardboard, make a mark and write the number "9".

4. Do the same thing at 10:00, 11:00, etc. throughout the day.

MAKE AND USE A SUN DIAL

Cut a hold in the center of a sheet of cardboard. Lay the sheet on flat ground, with stones on it to keep it in place. Set a thin stick into the ground through the hole in the cardboard, making sure the stick stands straight.

Every hour, by the clock, on a sunny day, draw a line along the stick's shadow. Write the time by each line, from 8:00 a.m. to 4:00 p.m. or later. Do not move the stick or cardboard.

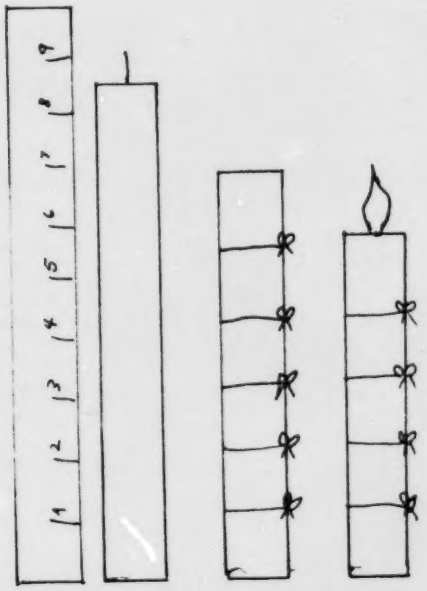


Leave your sundial in place overnight. Next day, if the sun shines, you will not need a clock. You can tell time by the shadow!

Most sundials look different from this one, but they work the same way.

SOMETHING TO THINK ABOUT? What is the main problem with sun clocks and sun dials?

MAKE A CANDLE CLOCK

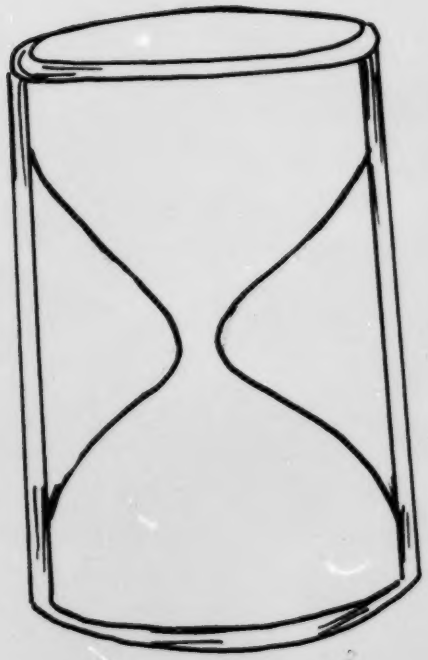


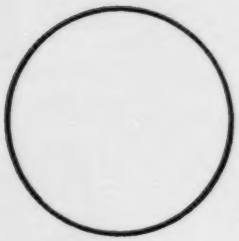
Use a straight candle. Measure the length of the candle. Then light the candle and let it burn for thirty minutes. Now measure the candle again. How much of the candle has burned.

Divide the candle into sections the length of the part that burned. To do this tie pieces of dark string around the candle. Make a slipknot in the string, loop it around the candle and pull the knot tight so it cuts into the candle wax and won't slip out of place.

Now your candle clock is ready. As it burns each section between the string, you know that a half hour has passed.

Before leaving your candle alone be sure it is completely extinguished.

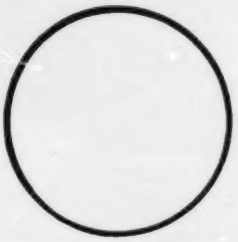




6:30

TIME CARD:

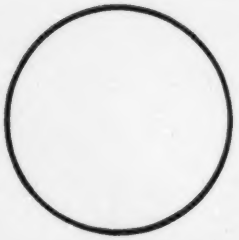
PAUL PRESIDENT



1:30

TIME CARD:

SUE SECRETARY



11:30

TIME CARD:

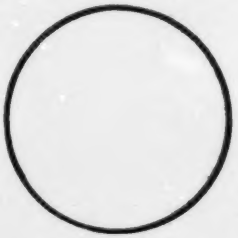
CARL CLERK

12:30

TIME CARD:

CATHY CASHIER

Block's Dept. Store



5:30

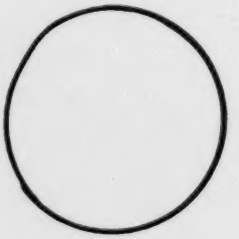
TIME CARD:

WILLIE WAREHOUSEMAN

7:30

TIME CARD:

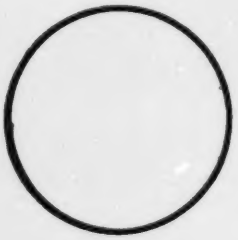
BETTY BOOKKEEPER



4:30

TIME CARD:

JEROME JANITOR



9:30

TIME CARD:

DON DELIVERYMAN

Block's Dept. Store

The employees at Block's Department Store all start work at different times.

Cut out each clock face on this page and paste them into the time cards on the opposite page so each person will know what time they should come to work.

BE CAREFUL!

If anyone doesn't get to work on time, they might get fired!

38

SPIN - A - CENT

OBJECTIVE: To provide practice in adding money.

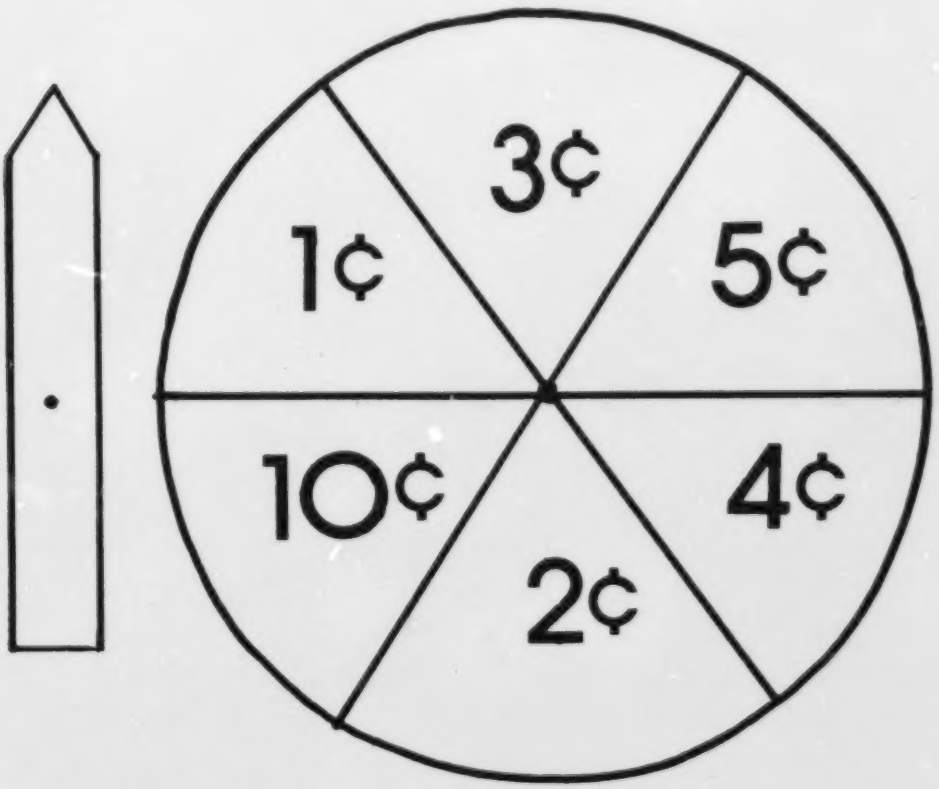
MATERIALS:
1. Play money (coins) or real coins
2. Large disk
3. Spinner
4. Marking pens

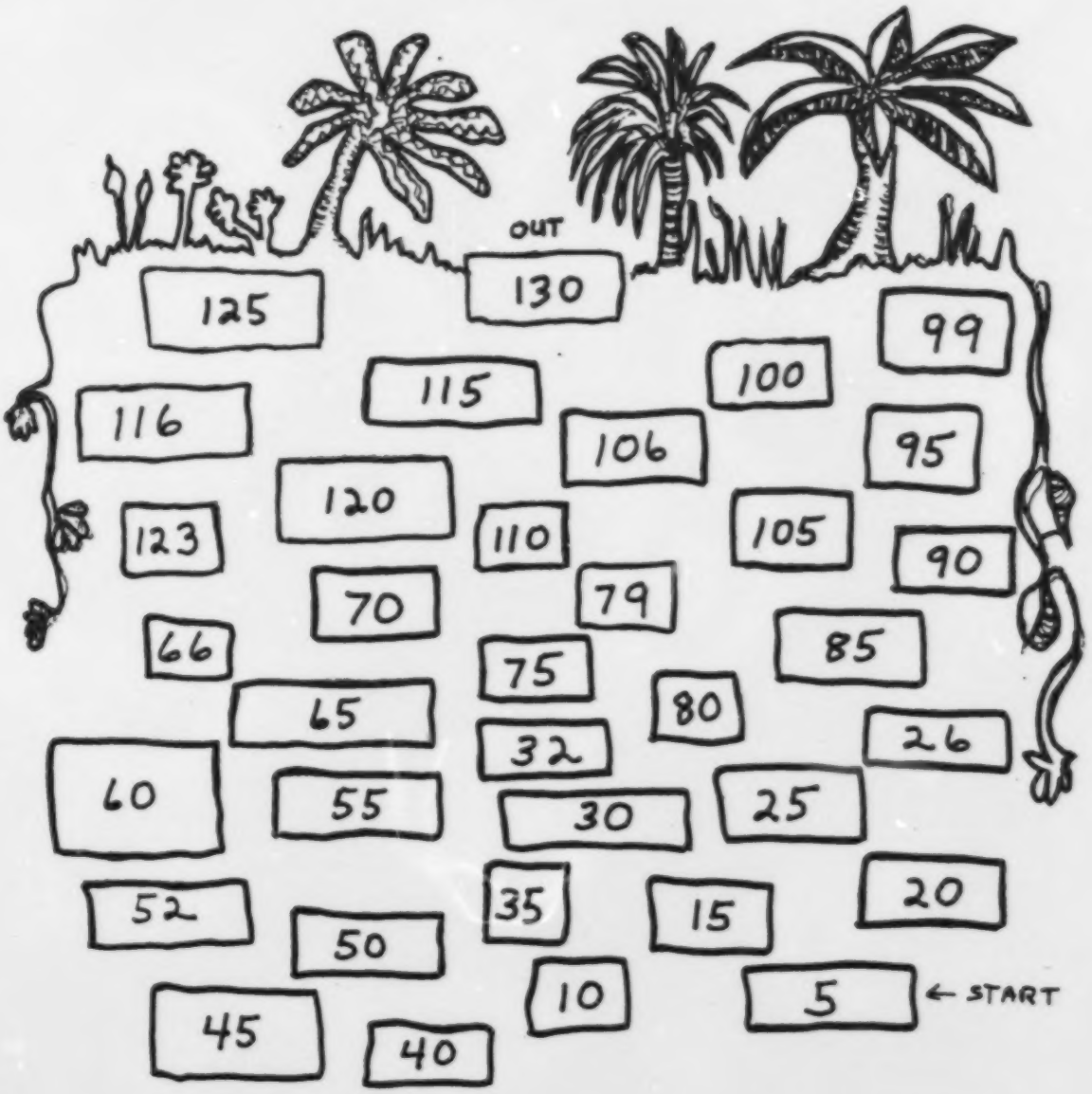
PROCEDURE:
1. Divide disk into 6 pie-shaped sections.
2. In each section write one of the following: 1¢, 3¢, 5¢, 4¢, 2¢, 10¢.
3. Attach spinner in middle.

DIRECTIONS: (2-3 players)

1. First child spins spinner and takes from bank the amount he/she spins.
2. Player writes down the amount, adding it each time to the previous balance.
3. Winner is one whose coins add up to 100¢ first.

Note: This activity provides child with an opportunity to actually count money and write it down at the same time.





LOST IN THE JUNGLE

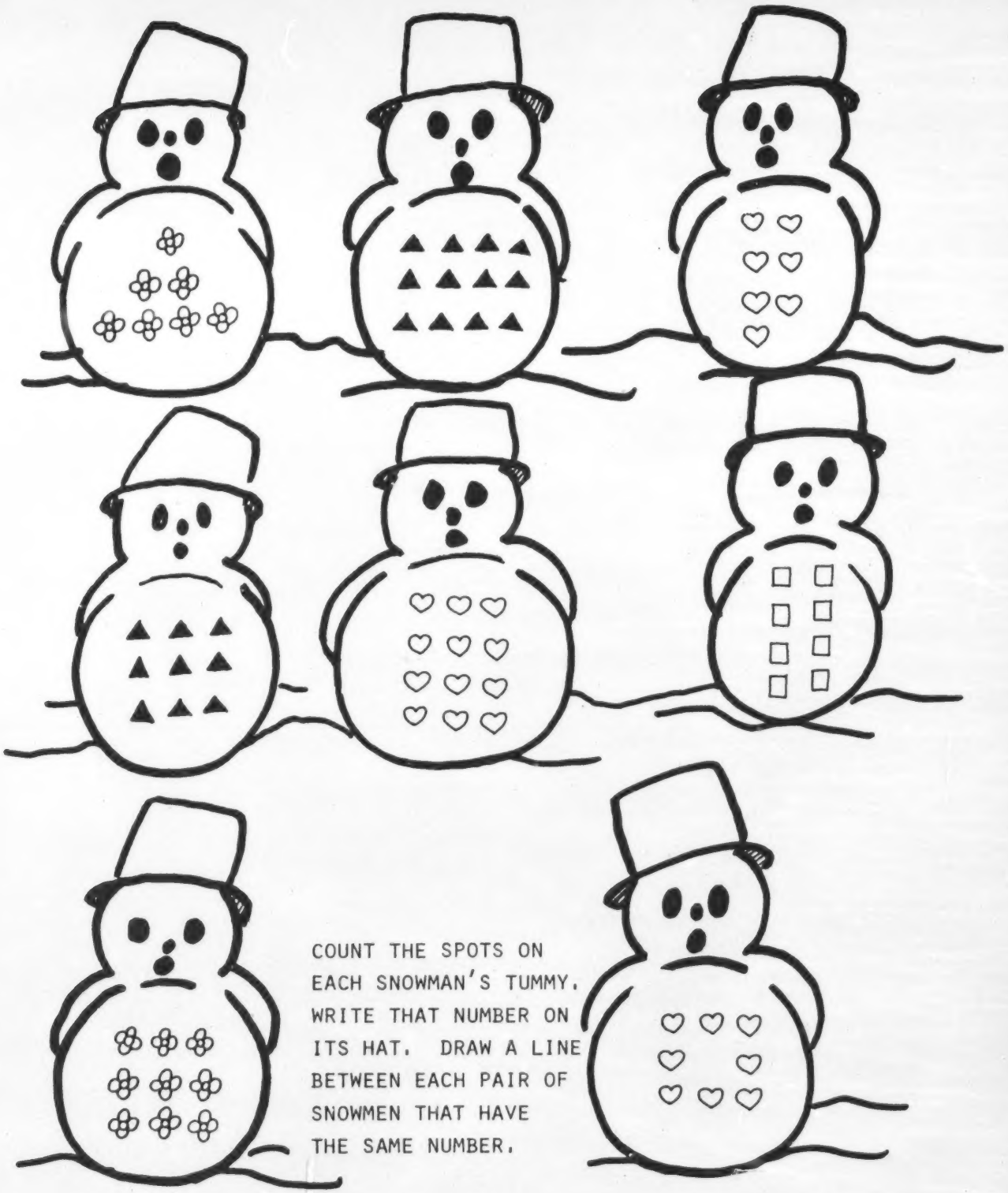
HELP! We're lost in the jungle! To find your way out, start at "5". Counting by "5's" draw a line from box-to-box until you are "out".

Watch out for traps and pitfalls! Not all the stepping stones will be the right ones!

* Dot-to-Dot *

In Winter,
for the healthy
way,
Use these
every cold,
wet day!

Match the Snowmen



COUNT THE SPOTS ON EACH SNOWMAN'S TUMMY. WRITE THAT NUMBER ON ITS HAT. DRAW A LINE BETWEEN EACH PAIR OF SNOWMEN THAT HAVE THE SAME NUMBER.

Poems for P.E.

Body Awareness

Right Hand, Left Hand

This is my right hand
I'll raise it up high.
This is my left hand.
I'll touch the sky.
Right hand, left hand,
Roll them around
Left hand, right hand,
Pound, pound, pound!

Touch

First touch your nose;
Now touch your toes
Touch your hair
Then touch the chair
Touch your shoulders,
Left and right
Wave your arms--
Birds in flight
Now be quiet as a mouse
And tippy-toe around the house.

Left and Right

We stamp with the left foot,
We stamp with the right,
Then we turn ourselves around,
And we clap with all our might.

We look to the left side,
Then look to the right,
We step forward, then backward,
And clap with all our might.

Me

I have ten little fingers
And ten little toes,
Two little arms
And one little nose.
One little mouth
And two little ears,
Two little eyes
For smiles and tears.
One little head
And two little feet,
One little chin--
And that's me--complete!

I have 10 little fingers,
I have 10 little toes,
I have 2 little ears,
I have 1 little nose,
I can wiggle my fingers,
I can wiggle my toes,
I can't wiggle my ears,
But I can wiggle my nose.

My Eyes

My eyes can open wide
And my eyes can shut so tight
My eyes can blink and blink and blink
Like fireflies in the night.

Stretching

I stand on my tip toes to make myslef tall.
(Stretch arms upward, knees straight, elbows very straight)
I bend my knees to make myself small.
(Hands on hips, back straight, deep knee bend)
I like to be tall,
(Arms stretched upward)
I like to be small,
(Hands on hips, back straight, deep knee bend)
But I like my own height best of all.
(Hands on head)
Best of all.
(Arms at side, correct posture)

Hands & Feet

My hands can play a trumpet
My hands can throw a ball
My hands can stay behind my back
You can't see them at all
My feet can be together
My feet can spread so wide
My feet slide beneath my chair
And there they'll stay and hide.

Two Little Hands

Two little hands go clap, clap, clap,
Two little feet go tap, tap, tap,
Two little hands go thump, thump, thump,
Two little feet go jump, jump, jump.
One little body turns around
One little child sits quietly down.

Little Finger People

Two little houses all closed up tight
Open up the windows and let in the light.
Ten little finger people tall and straight.
Ready for kindergarten. Don't be late!

Ten little finger people tall and straight,
Ready for kindergarten at half past eight.

Hands on Shoulders

Hands on shoulders, hands on knees,
Hands behind you, if you please;
Touch your shoulders, now your nose,
Now your hair and now your toes,
Hands up high in the air,
Down at your sides; now touch your hair;
Hands up high as before
Now clap your hands, one, two, three, four.

CHOICE ACTIVITIES

Body Movement

PURPOSE

To discuss jobs we have talked about and perform physical movements which would be appropriate for keeping this worker physically fit.

MATERIALS

1. List of workers.

INTRODUCTION

Say: "We have talked about different jobs. Today we are going to think about these jobs and do some body movements which would be helpful in keeping this worker physically fit."

CLASS ACTIVITIES

1. Talk about the workers. As you go through them, say: "What are some tasks this worker does on his job? Show what movements this worker does on his job." Have one child demonstrate and the whole class participate. (Encourage the use of body movement vocabulary e.g., bend, twist, swing, pull, roll, toss, hop, jump, climb, forward, backward.) Then say: "Show another exercise which would help in keeping the worker physically fit." Select a child to demonstrate and have the whole class participate. Then say: "Think of jobs you would like to do. Describe physical movements this worker uses." After one child demonstrates have the whole class participate.

SUMMARY

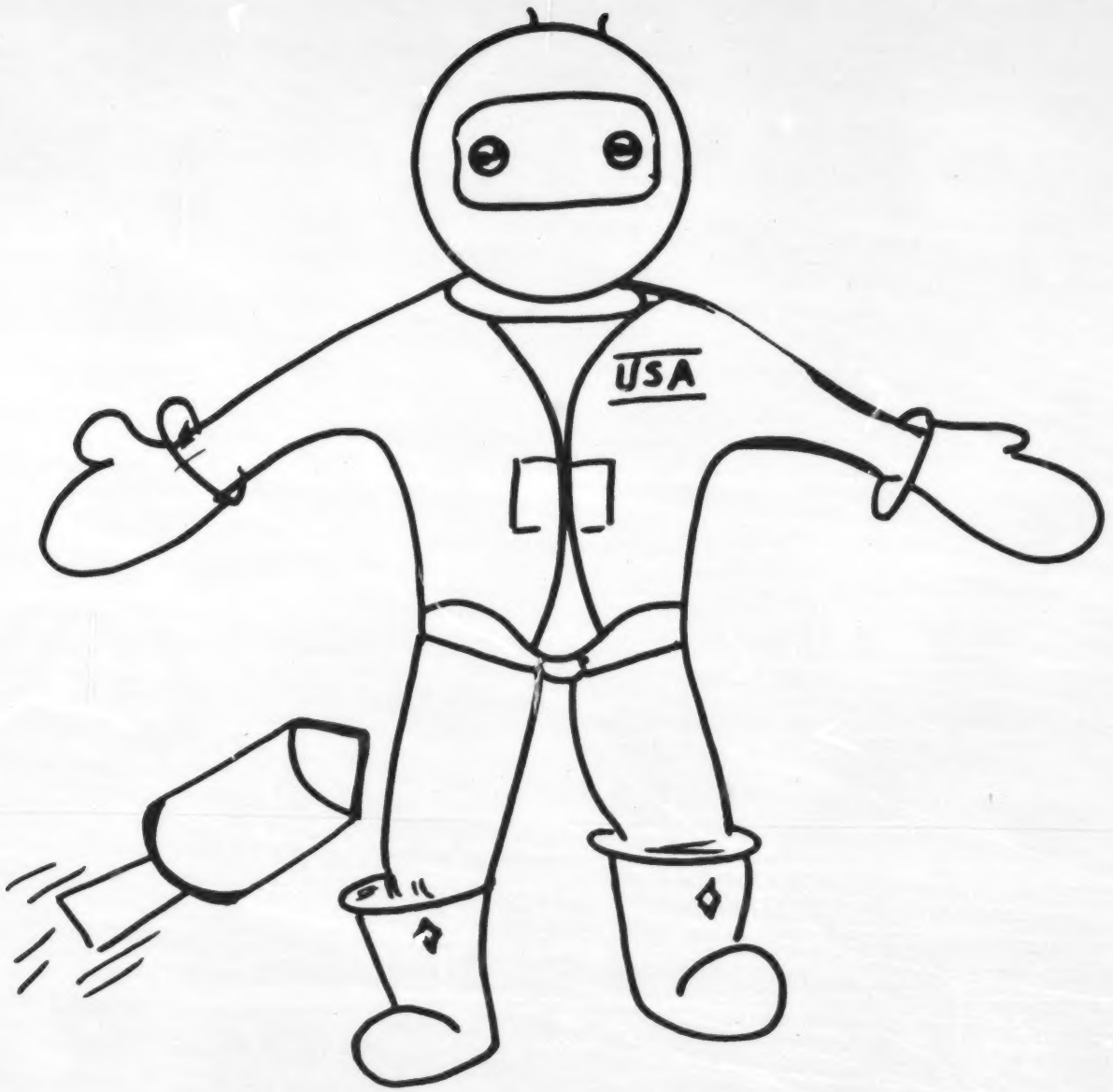
Summarize with the children why these workers would be more efficient, alert and happy in their jobs if they are physically fit.

PROJECT CHOICE #168, A CAREER EDUCATION UNIT FOR GRADES K-2, OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CALIFORNIA, 90039

You need:

1. Pictures of workers performing their tasks.
2. A good imagination.

Look at the workers' pictures. Act, without words, some tasks he/she might perform. See if a friend can guess who you are. When you are ready to begin your pantomime, say "Action". When you a e finished, say "Cut".



Take turns pantomiming the activities done by persons you have seen working. Do some of the pantomiming with more than one person acting together.

PURPOSE

To have children state ways in which activities we have been doing have helped them as students and as children to meet the demands of their daily jobs. To give reasons why keeping physically fit now is important for preparing them for workers.

MATERIALS

Task cards

INTRODUCTION

Ask: "What are your jobs as students and children?" Tell the children we are going to discuss what body movements we have been making to help them in their jobs.

CLASS ACTIVITIES

1. Ask the children to name some physical activities we have been doing.

2. Ask: "Is it easy for all of you to snap your fingers? Skip?"

3. Ask: "Do you think it is a good thing to practice what is hard for you? Why?"

4. Ask: "Why is keeping physically fit important as you grow up?"

5. Tell them they are going to choose task cards from all the ones we've used. Suggest they choose ones that are hard for them to do, so they can practice being more physically fit.

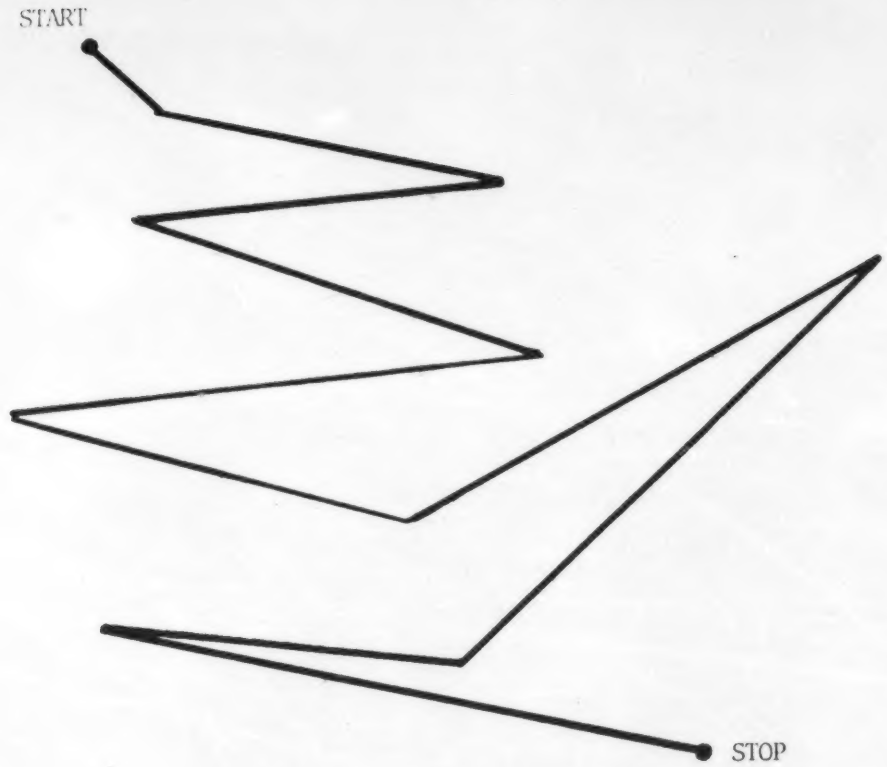
SUMMARY

Summarize: "You are probably more aware of physical movements you make and why it is important to practice the body movements that are hard for you."

ou need:

Your body

- Lie on your back with your arms overhead. Sit up, bringing your arms forward.
- Lie on your back with your feet in the air. Pretend you are riding a bicycle.
- Lie on your back with your legs straight. Raise one leg, then the other.
- Lie on your back with your legs straight. Cross one leg over the other and place it flat on the floor. Repeat with the other leg.



You need:

1. A large piece of butcher paper, with a pattern drawn on it.

Walk the pattern on the paper.

Tiptoe the pattern on the paper.

You need:

1. Clothespins
2. Collection of small objects (jacks, paper clips, chalk)
3. Your hands
4. Small bottle
5. Small box

- Close your hands, make them into tight fists.
- Take a clothespin, use it to pick up small objects and drop them into a small bottle.
- Snap the fingers of one hand.
- Snap the fingers of the other hand.
- Pick up small objects with two fingers; drop into a small box.
- Hold your hand in front you you, facing each other. Tap each finger of one hand 10 times, into the palm of the other hand. Use your other hand and repeat the activity.
- Clap your hands together using only your fingertips.

PURPOSE

To enable the children to assess their awareness of the physical activities they perform and why keeping physically fit is important.

MATERIALS

1. Cassette or recorder.
2. Tape from pre-test.
3. Entry Level Assessment.
4. Books: (If available) This Is Music, Johnny Works With One Hammer, page 73 and When I Grow Up, page 16.
   Making Music Your Own, Open, Shut Them, page 14, and Walk to School, page 7.

INTRODUCTION

Say: "Today we are going to find out about movement and why being physically fit is important."

CLASS ACTIVITIES

1. Listen to pre-test tape.
2. Make new tape as a post test.

SUMMARY

Encourage the children to discuss the body movements they found the most fun. Sing for fun any of the songs listed above.

You need:

Yourself

- Stretch your arms over your head. Make yourself as tall as you can.
- Hold your arms straight out at the sides. Keep your arms straight, move arms forward in small circles. Now, move them backwards.
- Run in place.
- Hop on one foot 5 times, then on the other foot.
- Jump, feet together, 2 jumps forward, and 2 jumps backward.

You need:

Ability to balance

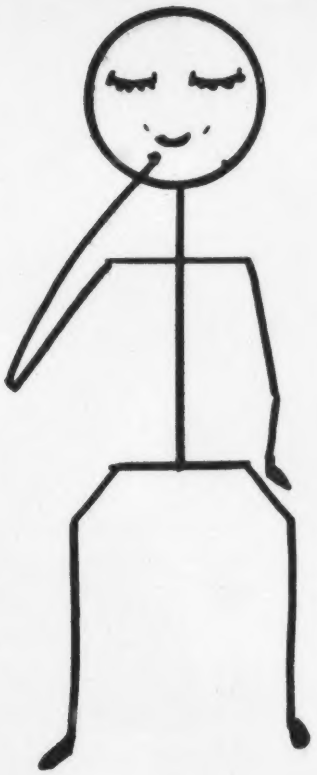
- Sit on the floor, stand up, keeping your arms folded on your chest.
- Stand on one foot with your eyes open.
- Stand on the other foot with your eyes open.
- Stand on one foot with your eyes closed.
- Stand on the other foot with your eyes closed.
- Balance on your tiptoes for the count of 8.
- Balance on one foot for the count of 5.
- Balance on the other foot for the count of 5.
- Walk forward on your knees.
- Walk backward on your knees.
- Jump on one foot with your eyes closed. Now, on the other foot.
- Repeat all the activities. See if you can do better.

You need:

A jump rope

Use your jump rope to:

- Jump forward with your feet together.
- See how many times you can jump without missing.
- Jump as fast as you can.
- Jump backward.



You need:

To listen

Close your eyes and point...

to your neck	to the flag
to your ankles	to the bookcase
to your wrists	to the wastebasket
to your chin	to the easel
to your thighs	to the blocks
to your knees	to the windows
to your lips	to the door
to your nose	to the closet
up	to the phonograph
down	to the chalkboard
behind you	in front of you

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Saturday
January 9, 1982
9:00 a.m. ~ 2:00 p.m.

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BOARD ROOM, 5801 Sundale Avenue
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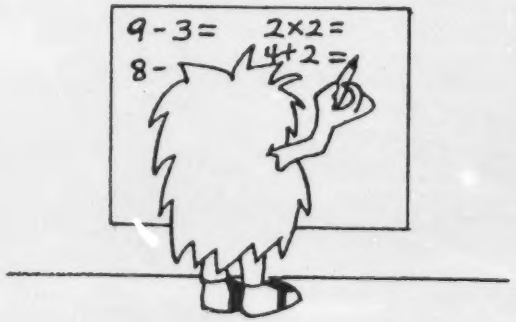
A laboratory usage fee to cover construction costs is required. California State College, Bakersfield credit will be available at 1 quarter unit for every two sessions attended.



For further information contact Roberta Faeth-Goodman, at 834-3700 Extension 285.

The common thread of all educational activities should be development of the ability to think. The skills involved in thinking do not come automatically or develop by themselves. The natural abilities possessed by children need training and development. Keeping this in mind, the activities in CLASSROOM IDEAS are organized within the five operations of the mind as defined in the research of Dr. J.P. Guilford and his structure of the intellect model. These operations are: cognition, memory, convergert production, divergent production and evaluation.

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